Course Specification
— (Bachelor)

Course Title: *English for Academic Purposes*	
Course Code: *ENGL 106*	
Program: *Bachelors (Science, Engineering, & Business)*	
Department: *English Language Skills Department*	
College: *Common First Year*	
Institution: *King Saud University*	
Version: *1*	
Last Revision Date: -	

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A. General information about the course:

1. Course Identification

1. Credit hours: (6)

2. Course type

A.	■ University	□ College	□ Department	□ Track	□ Others
B.	■ Required			□ Elective	

3. Level/year at which this course is offered: (Common First Year 2024-2025)

4. Course general Description:

The aim of this Intermediate Plus course (B1 – B2) is to advance language functions and communicative competences in the four language areas. Students will be able to identify the main points in extended listening and reading texts and follow complex lines of arguments and points of views. Students will be able to actively partake in discussions and social exchanges in familiar contexts with a degree of fluency and spontaneity. Students will be able to construct detailed connected text on a range of familiar topics with a high degree of fluency and control. The English for Specific Purposes component of the course focuses on learning the mechanics of academic writing skills.

5. Pre-requirements for this course (if any):

None

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

1. Follow and extract information in a wide range of listening and reading texts on familiar topics recognizing complex lines of arguments and viewpoints and take notes.
2. Identify the main points in a wide range of listening and reading passages, using stated evidences and inferences to draw conclusions.
3. Follow complex discourse on a range of topics to identify relationships within ideas.
4. Initiate and engage in interactions and social exchanges with some fluency and spontaneity.
5. Actively partake in interactions and detailed discussions accounting for and sustaining personal views in familiar contexts.

6. Employ and effectively apply a range of communicative strategies to improve comprehension and extract meaning and information
7. Construct detailed texts on a range of familiar topics demonstrating orthographical control and control of complex grammatical structures.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	84	74%
2	E-learning	30	26%
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	84
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others (specify)**	30
Total		114

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Build reading fluency and develop comprehension skills by means of authentic texts and excerpts from general and academic material.	K1	Monitoring comprehension and metacognition	Through a combination of classroom activities, textbook exercises, formative (midterm and

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.2	Develop writing skills with an emphasis on the process of planning, revising and editing.	K2	Discussion of writing mechanics and proofreading. Unit assignments	final exams) and continuous assessments which are based on course-specific learning outcomes measuring mastery of the specific language and skills introduced.
1.3	Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.	K3	Classroom discussion and presentation activities Unit assignments	
1.4	Listen for information on familiar and general topics.	K4	Listening exercises focusing on specific listening subskills	
2.0	Skills			
2.1	Demonstrate digital and e-learning skills	S1	Classroom discussions, collaborative and autonomous learning	A combination of classroom activities and homework that reinforce students' ICT skills. Continuous Assessment & LMS
2.2	Demonstrate basic research skills.	S2		
...				
3.0	Values, autonomy, and responsibility			
3.1	Exhibit taking responsibility for completion of set tasks	V1	Imposition of class attendance rules promotes punctuality while teaching through a range of interactional patterns develops interpersonal skills and communication on various levels. Homework task completion and Educational Technology promotes autonomous learning and increases	The assessment of homework, including the e-learning component, encourages responsibility and cultivates time management skills. Greater credit is given to original work with mistakes than error-free plagiarized work in their
3.2	Avoidance of plagiarism and production of original work	V2		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			responsibility in learners.	assigned projects.
...				

C. Course Content

No	List of Topics	Contact Hours
	Q:Skills for Success Level 4 Reading & Writing Skills	
	Unit 1: Sociology	
	Unit 2: Behavioral Science	
	Unit 3: Developmental Psychology	
	Unit 4: Science & Technology	Approximately 7 – 9 hours of class work per unit + 2 hours of online practice
	Unit 5: Nutritional Science	
	Unit 6: Education	
	Unit 7: Geology	
	Unit 8:Engineering	
	Q:Skills for Success Level 4 Listening & Speaking Skills	
	Unit 1: Business	
	Unit 2: Behavioral Science	
	Unit 3: Developmental Psychology	
	Unit 4: Science	Approximately 7 – 9 hours of class work per unit + 2 hours of online practice
	Unit 5: Nutritional Science	
	Unit 6: Education	
	Unit 7: Anthropology	
	Unit 8: Engineering	
Total		114

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Mid-term exam	Week 7 - 8	30%
2.	Final exam	Week 15-16	40%
3.	Continuous Assessment	Weeks 5, 6, 9, 11, 12	20%
4.	LMS Assignments	Weeks 7 and 13	10%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Daise, D., Norloff, C. (2021). *Q:Skills 4 Third Special Edition, Reading and Writing Skills (OUP).* • Freire, R., Jones, T. (2021). *Q:Skills 4 Third Special Edition, Listening and Speaking Skills (OUP).*
Supportive References	*Extended reading materials in the LMS.*
Electronic Materials	• *Learning Management System- LMS/Blackboard (www.lms.ksu.edu.sa)* • *CFY Website (www.cfy.ksu.edu.sa)*
Other Learning Materials	• *Edtech Resources (quizzes, smartnotebooks, socrative tests, etc.)* • *TubeCFY (www.youtube.com/user/TubePYD)*

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Standard classroom spacious enough for 20 – 50 students.
Technology equipment (projector, smart board, software)	E-podium Smartboard Projector
Other equipment (depending on the nature of the specialty)	Students personal device & internet connection

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Line Managers/PD Team	Direct
Effectiveness of students assessment	Assessment Committee	Direct
Quality of learning resources	Students, Faculty	Direct - Indirect
The extent to which CLOs have been achieved	Students, Faculty, Program Leaders	Direct - Indirect
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	ELSD COUNCIL

REFERENCE NO.	1
DATE	22 August 2024